**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PHONOLOGICAL AWARENESS**

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| **Kindergarten** | **First Grade** | **Second Grade** |
| RHYMING Recognize & Produce Rhyming Words:  *“Do these words rhyme?”*  Mat-cat \_\_\_\_\_  Pin-pit \_\_\_\_\_  Fine-fan \_\_\_\_\_  Wheel-meal \_\_\_\_\_  Sad-saddle \_\_\_\_\_ +\_\_\_/5  *“Tell me a word that rhymes with \_\_\_\_\_.”*  boat \_\_\_\_\_\_\_\_\_\_  car \_\_\_\_\_\_\_\_\_\_  ham \_\_\_\_\_\_\_\_\_\_  lake \_\_\_\_\_\_\_\_\_\_  nap \_\_\_\_\_\_\_\_\_\_ +\_\_\_/5  +\_\_\_\_/10 | VOWELS  Distinguish long vs. short vowels in words:  *“Is the vowel sound in this word long or short?”*  Best \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Feed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Glad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ride \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 | (2nd Grade phonological awareness tasks utilize 1st grade phonological awareness skills with 2nd grade level vocabulary words)  VOWELS  Distinguish long vs. short vowels in words:  *“Is the vowel sound in this word long or short?”*  Beep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Choose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Cross \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Band \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Fine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 |
| SYLLABLE SEGMENTATION  Count, pronounce, blend, and segment syllables in spoken words:  *“Break this word into its parts.” OR “Tell me how many parts are in this word.”*  Pa-per \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sat-ur-day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Bag \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ear-ly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  To-mor-row \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_/5  *“Tell me what word these parts make.”*  ground-hog \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  bun-ny \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  an-i-mal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  for-get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  sun-flow-er \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_/5  +\_\_\_\_/10 | PHONEME BLENDING  Blend sounds including consonant blends to form 1-syllable words:  *“What word do these sounds make?”*  b-r-i-ng (bring) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ch-i-l-d (child) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  j-u-m-p (jump) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  s-k-oo-l (school) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  th-a-n-k (thank) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 | PHONEME BLENDING  Blend sounds including consonant blends to form 1-syllable words:  *“What word do these sounds make?”*  b-l-a-me (blame) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  c-r-u-s-t (crust) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  f-ie-l-d (field) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  m-i-dd-le (middle) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  s-w-ee-t (sweet) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 |
| PHONEME ISOLATION  Isolate and pronounce the initial, medial vowel and final sounds in CVC words:  *“What is the first/middle/last sound in the word \_\_\_\_\_\_\_\_”*  Back \_\_\_\_ \_\_\_\_ \_\_\_\_  Fun \_\_\_\_ \_\_\_\_ \_\_\_\_  Mad \_\_\_\_ \_\_\_\_ \_\_\_\_  Name \_\_\_\_ \_\_\_\_ \_\_\_\_  Pet \_\_\_\_ \_\_\_\_ \_\_\_\_  +\_\_\_/5 +\_\_\_/5 +\_\_\_/5  +\_\_\_\_/15 | PHONEME ISOLATION  Isolate and pronounce the initial, medial vowel and final sounds in single-syllable words:  *“What is the first/middle/last sound in the word \_\_\_\_\_\_\_\_?”*  Bean \_\_\_\_ \_\_\_\_ \_\_\_\_  Girl \_\_\_\_ \_\_\_\_ \_\_\_\_  Job \_\_\_\_ \_\_\_\_ \_\_\_\_  Like \_\_\_\_ \_\_\_\_ \_\_\_\_  Right \_\_\_\_ \_\_\_\_ \_\_\_\_  +\_\_\_\_/5 +\_\_\_\_/5 +\_\_\_\_/5  +\_\_\_\_/15 | PHONEME ISOLATION  Isolate and pronounce the initial, medial vowel and final sounds in single-syllable words:  *“What is the first/middle/last sound in the word \_\_\_\_\_\_\_\_?”*  Short \_\_\_\_ \_\_\_\_ \_\_\_\_  Real \_\_\_\_ \_\_\_\_ \_\_\_\_  Life \_\_\_\_ \_\_\_\_ \_\_\_\_  Hurt \_\_\_\_ \_\_\_\_ \_\_\_\_  Tall \_\_\_\_ \_\_\_\_ \_\_\_\_  +\_\_\_\_/5 +\_\_\_\_/5 +\_\_\_\_/5  +\_\_\_\_/15 |
| PHONEME MANIPULATION  Add or substitute phonemes in simple, 1-syllable words to make new words:  *“Say \_\_\_\_\_\_. Change the \_\_ to \_\_. What is the word now?”*  Big – b/d – dig \_\_\_\_\_\_\_\_\_\_  Cat – a/u – cut \_\_\_\_\_\_\_\_\_\_  Fill – l/t – fit \_\_\_\_\_\_\_\_\_\_  *Say \_\_\_\_. Add \_\_\_\_ to the beginning/end of the word. What is the word now?”*  I – m – My \_\_\_\_\_\_\_\_\_\_  See – t – Seat \_\_\_\_\_\_\_\_\_\_  +\_\_\_/5 | PHONEME SEGMENTATION  Segment spoken single-syllable words into individual phonemes:  *“What are the sounds in the word \_\_\_\_\_\_\_\_\_\_\_\_?”*  Blame \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Fruit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Jeans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mix \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Smell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 | PHONEME SEGMENTATION  Segment spoken single-syllable words into individual phonemes:  *“What are the sounds in the word \_\_\_\_\_\_\_\_\_\_\_\_?”*  Twig \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Throat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Scratch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Lamp \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Branch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 |

**SPEAKING & LISTENING**

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| **Kindergarten** | **First Grade** | **Second Grade** |
| COMPREHENSION & COLLABORATION  Participate in Conversations:  Classroom Observation: Does the student (2 = Most of the time, 1 = Sometimes, 0 = Almost Never):  Listen to others? \_\_\_\_\_  Take turns speaking about the topic under discussion? \_\_\_\_\_  Continue a conversation through multiple exchanges? \_\_\_\_\_\_  +\_\_\_\_/6  Confirm Understanding of what was heard by asking/answering questions and requesting clarification  Classroom Observation: Does the student (2 = Most of the time, 1 = Sometimes, 0 = Almost Never):  Volunteer to answer questions? \_\_\_\_\_  Respond correctly to questions? \_\_\_\_\_  Ask for clarification when he/she doesn’t understand? \_\_\_\_\_ +\_\_\_\_/6  Ask and answer questions to seek help, get information or get clarification?  Classroom Observation: Does the student (2 = Most of the time, 1 = Sometimes, 0 = Almost Never):  Ask for help or clarification when needed? \_\_\_\_\_  +\_\_\_\_/2  +\_\_\_\_/14 | COMPREHENSION & COLLABORATION  Participate in Conversations about Grade 1 topics and texts:  Classroom Observation: Does the student (2 = Most of the time, 1 = Some of the time, 0 = Almost Never):  Listen carefully to others? \_\_\_\_\_  Speak one at a time? \_\_\_\_\_  Ask questions to clear up confusion about the text? \_\_\_\_\_  +\_\_\_\_/6    Ask and answer questions about details in orally presented information:  Classroom Observation: Does the student (2 = Most of the time, 1 = Sometimes, 0 = Almost Never):  Ask questions about key details in a read aloud or other oral presentation? \_\_\_\_\_  Answer questions about key details in a read aloud or other oral presentation? \_\_\_\_\_ +\_\_\_\_/4  Ask and answer questions to seek help, get information or clarification :  Classroom Observation: Does the student (2 = Most of the time, 1 = Sometimes, 0 = Almost Never):  Ask for help or clarification when needed? \_\_\_\_\_ +\_\_\_\_/2  +\_\_\_/12 | COMPREHENSION & COLLABORATION  Participate in Conversations about Grade 2 topics and texts:  Classroom Observation: Does the student (2 = Most of the time, 1 = Some of the time, 0 = Almost Never):  Gain the floor in respectful ways? \_\_\_\_\_  Listen carefully to others? \_\_\_\_\_  Speak one at a time? \_\_\_\_\_  Build on other’s comments by linking his/her remarks to the remarks of others? \_\_\_\_\_  Ask for clarification and further explanation as needed?  \_\_\_\_\_  +\_\_\_\_/10    Confirm Understanding of what was heard by asking/answering questions and requesting clarification  Classroom Observation: Does the student:  Describe key ideas or details from what he/she has heard?\_\_\_\_\_  +\_\_\_\_/2    Ask and answer questions to seek help, get information, get clarification or deepen understanding?  Classroom Observation: Does the student:  Ask for help or clarification when needed? \_\_\_\_\_  Ask questions related to the topic that were not directly addressed in discussion or text? \_\_\_\_\_  +\_\_\_\_/4  +\_\_\_/16 |
| PRESENTATION OF KNOWLEDGE & IDEAS  Describe familiar people, places, things and events  Spontaneous Language: Prompt the student, *“Tell me about your family/your house/what you did last night.”* After initial response, ask 2 questions to gain additional details about the topic. Does the student:  Tell at least 3 things about the topic you introduced?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Respond to at least 2 follow-up questions about details of the topic?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  Add drawings or other visual displays to descriptions as desired to provide additional detail  If not understood, is the student able to (2 = Spontaneously, 1 = With cueing, 0 = Not able even with cueing):  Draw a picture, direct your attention to a picture or object or use gestures to make himself/herself understood?  +\_\_\_\_/2  Speak audibly and express thoughts, feelings and ideas clearly  Is the student’s spontaneous language obtained above (2 = Most of the time, 1 = Sometimes, 0 = Almost Never):  Easily understood? \_\_\_\_  Presented in a logical sequence or well-organized? \_\_\_\_  +\_\_\_\_/4  +\_\_\_\_/15 | PRESENTATION OF KNOWLEDGE & IDEAS  Tell a story or recount an experience  Spontaneous Language: Prompt the student, *“Tell me about your family/your house/what you did last night.”* Ask 2 follow-up questions to the initial topic. Does the student (2 = Most of the time, 1 = Some of the time, 0 = Almost Never):  Provide relevant details? \_\_\_\_\_\_  Express his/her own ideas and feelings? \_\_\_\_\_\_  Speak clearly? \_\_\_\_\_\_  +\_\_\_\_/6  Add drawings or other visual displays to clarify ideas, thoughts or feelings  If not understood, is the student able to (2 = Spontaneously, 1 = With cueing, 0 = Not able even with cueing):  Draw a picture, direct your attention to a picture or object or use gestures to make himself/herself understood?  +\_\_\_\_/2  Produce complete sentences to provide requested detail or clarification  Using the spontaneous language obtained above, does the student (2 = Most of the time, 1 = Some of the time, 0 = Almost Never):  Speak in complete sentences when appropriate? \_\_\_\_\_  +\_\_\_\_/2  +\_\_\_\_/10 | PRESENTATION OF KNOWLEDGE & IDEAS  Tell a story or recount an experience  Spontaneous Language: Prompt the student, *“Tell me about your family/your house/what you did last night.”* Prompt with, *Tell me more,”* once if needed. Does the student (2 = Most of the time, 1 = Some of the time, 0 = Almost Never):  Provide appropriate facts? \_\_\_\_\_  Provide relevant details? \_\_\_\_\_  Speak clearly? \_\_\_\_\_  Speak in coherent sentences? \_\_\_\_\_  +\_\_\_\_/8  Add drawings or other visual displays to clarify ideas, thoughts or feelings  If not understood, is the student able to (2 = Spontaneously, 1 = With cueing, 0 = Not able even with cueing):  Draw a picture, direct your attention to a picture or object or use gestures to make himself/herself understood?  +\_\_\_\_/2  Produce complete sentences to provide requested detail or clarification  Using the spontaneous language obtained above, does the student (2 = Most of the time, 1 = Some of the time, 0 = Almost Never):  Speak in complete sentences when appropriate? \_\_\_\_\_  Provide the requested details or clarification? \_\_\_\_\_  +\_\_\_\_/4  +\_\_\_\_/14 |

**Language**

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| **Kindergarten** | **First Grade** | **Second Grade** |
| CONVENTIONS OF STANDARD ENGLISH  Use frequently occurring nouns and verbs  Picture description: Present the park scene *“Tell me everything you see in this picture and what is happening.”* Supplement with conversation as needed.  Names at least 5 objects/nouns in the picture: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Names at least 5 actions/objects in the picture: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/10  Form regular plural nouns  *“Finish my sentence with a word that means more than 1.”*  I have one book. You have 2 \_\_\_\_\_\_\_\_\_\_\_.  Here is 1 cow. Here is another cow. We have 2 \_\_\_\_\_\_\_\_\_\_\_\_.  I have 1 button. You have 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  We have 1 box. They have 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Here is 1 glass. Here is another glass. We have 2 \_\_\_\_\_\_\_\_\_\_. +\_\_\_\_/5  Understand and use question words  Present park picture scene. Ask the “wh” question about the picture. Then ask the student to ask you a question about the picture starting with the same word.  Who: Who is kicking the soccer ball? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Asks a question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What: What is in the girl’s basket? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Asks a question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Where: Where is the mother? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Asks a question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When: When do you eat? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Asks a question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why: Why is the girl throwing the ball? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Asks a question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How: How will the people get home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Asks a question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Answer “wh” questions: +\_\_\_\_/6  Ask “wh” questions: +\_\_\_\_/6  Total +\_\_\_\_/12  Use most frequently occurring prepositions  Present park picture scene. *“Let’s talk about the picture. Finish my sentences.”*  “Who is the boy throwing the ball to? He is throwing the ball…” (**to** the dog) \_\_\_\_\_\_\_\_\_\_\_\_\_\_  “Mom checks out books at the library. She got her book…” (**from** the library) \_\_\_\_\_\_\_\_\_\_\_\_\_  “Where are the birds? The birds are…” (**in** the sky) \_\_\_\_\_\_\_\_\_\_\_\_\_\_  “The birds are not *in* the nest. They are…” (**out** of the nest) \_\_\_\_\_\_\_\_\_\_\_\_\_\_  “The apples are on the blanket. The cake/pie is…” (**on** the plate) \_\_\_\_\_\_\_\_\_\_\_\_\_  “The boy with the soccer ball got his shoes muddy. What should he do before he goes in his house? He should take them….” (**off**) \_\_\_\_\_\_\_\_\_\_\_\_\_  “The Mom bought juice boxes. Who did she buy them for? She bought them…” (**for** the kids) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  “Here is a bottle of pop. Here is a…” (box **of** juice) \_\_\_\_\_\_\_\_\_\_\_\_\_\_  “Where is the bench? It is…” (**by** the tree) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  “The kids did not come to the park alone. They came….” (**with** their mother) \_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/10  ­  Produce and expand complete sentences in shared language activities  Produce complete sentences (2 = meaningful and grammatically correct, 1 = 1 error, 0 = 2+ errors):  Present the videogame picture. Say, *“Tell me about this picture.”* Student produces at least 3 simple sentences about the picture.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_+\_\_\_\_/6  Expand sentences:  *“Now tell me more about the picture. Start with…”* (2 = meaningful and grammatically correct, 1 = 1 error, 0 = 2+ errors)  “They are on the table….” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  “The boy will play…” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  “They are having fun…” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/6 | CONVENTIONS OF STANDARD ENGLISH  Use common, proper and possessive nouns  Common nouns: Present the videogame picture. Say, *“Look at this picture. Name the items that I point to.”*  Television/TV \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Girl \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Boy \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Table \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sofa/Couch \_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5    Proper nouns: Say, *“Pretend these children are your friends. What are their names?”*  Girl’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Girl’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Boy’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Say, *“Do you play videogames (or playground games or board games)? Name some of the games you like to play.”*  Name of specific game \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name of specific game \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  Possessive nouns: Present the park picture. Say, *“Look at this picture. Finish my sentence.”*  The boy has a red cap. Whose cap is it? It is the \_\_\_\_\_\_\_\_\_\_ cap. (boy’s)  (Point to the woman on the bench) This is Beth. Beth has a book. Whose book is it? It is \_\_\_\_\_\_\_\_\_\_\_\_ book. (Beth’s)  The dog has a ball. Whose ball is it? It is the \_\_\_\_\_\_\_\_\_\_\_\_ ball. (dog’s)  The girl has a basket. Whose basket is it? It is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ basket. (girl’s)  (Point to the boy with the green shirt) This is Alex. Alex has brown pants. Whose pants are these? They are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pants. (Alex’s)  +\_\_\_\_/5  Use singular and plural nouns with matching verbs in basic sentences  Present the park picture. Say, *“Look at the picture as I point to it and tell me a sentence about it.”* Answers may vary. A correct answer will demonstrate agreement in number (singular or plural) between the noun and the verb.  Point to the boys with the soccer ball and say, First the boys eat lunch, then…” (the boys play soccer). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Point to the birds and say, *“First the birds build their nests, then…”* (the birds fly).  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Point to the lady on the bench and say, *“First the mother makes the lunch, then…”* (the mother reads a book).  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Point to the dog and say, *“First the dog chases the ball, then…”* (the dog catches the ball, the dog brings the ball back OR the girl throws the ball.)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Point to the girl with the basket and say, *“First the girl gets a basket, then…”* (the girl picks flowers OR the girl fills the basket)  +\_\_\_\_/5  Use verbs to convey past, present and future  Say, *“When we talk about what we do, we change how we say it to tell if we already did it, we do it right now or we will do it later. Listen to these sentences. Today I work. Yesterday I worked. Tomorrow I will work. Now you try it. Today I \_\_\_\_\_\_\_. Yesterday I \_\_\_\_\_\_\_\_. Tomorrow I \_\_\_\_\_\_\_\_\_\_\_. Good, now let’s try some more. Finish my sentence.”*  Today I **add** the numbers. Yesterday I \_\_\_\_\_\_\_\_\_\_\_\_ (added). Tomorrow I \_\_\_\_\_ \_\_\_\_\_\_\_\_\_ (will add).  Yesterday I **asked** my teacher a question. Today I \_\_\_\_\_\_ (ask) a question. Tomorrow I \_\_\_\_\_ \_\_\_\_\_\_\_ (will ask) a question.  Today I **dry** the dishes. Yesterday I \_\_\_\_\_\_ (dried) the dishes. Tomorrow I \_\_\_\_\_ \_\_\_\_\_\_ (will dry) the dishes.  Today I **jump**. Yesterday I \_\_\_\_\_\_\_\_\_\_\_\_ (jumped). Tomorrow I \_\_\_\_\_ \_\_\_\_\_\_\_\_ (will jump).  Tomorrow I will **laugh**. Today I \_\_\_\_\_\_\_\_\_\_\_\_ (laugh). Yesterday I \_\_\_\_\_\_\_\_\_\_\_\_ (laughed).  Past +\_\_\_\_/4  Present +\_\_\_\_/2  Future +\_\_\_\_/4  Total +\_\_\_\_/10    Use frequently occurring adjectives  Present the park picture and say, *Make up a sentence that uses the word \_\_\_\_\_\_\_\_\_. You may use the picture to help you think of what to say.”*  Fresh \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Hard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Proud \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Tiny \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  Use frequently occurring conjunctions  Present the videogame picture and say, *“make up a sentence that uses the word \_\_\_\_\_\_\_\_\_. You may use the picture to help you think of what to say”*  And \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  But \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  So \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/10  ­Use determiners  Say, *“I am going to show you a picture read a sentence to you. Help me out by finishing my sentence for me.”*  Present the pictures of the apple and the banana. Say, *“This is an apple and this is* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (**a** *banana)*  Present the pictures of the banana and the orange. Say, *“This is a banana and this is*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (**an** orange).  Present pictures of the cow and the pig. Say, *“This is the cow and this is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*  (**the** pig)  Present pictures of the shirt and pants. Say, *“These are my pants and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”* (**this** is my shirt)  Present pictures of the blocks and ball. Point to the ball and say, *“That ball is round.”* Point to the block and say,“*Now you tell me about that block* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (**That** block is square.)  Present pictures of blocks and jelly beans . Point to the blocks and say, *“These are blocks and* (point to jelly beans) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (**these** are jelly beans).  Present pictures of the jelly beans and the socks and say, *“Which would you wear on your feet, those jelly beans or those socks? I would wear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”* (**those** socks)  +\_\_\_\_/7  Use frequently occurring prepositions  Place a small box and a ball in front of the student. Say, *“I am going to move these things around and ask you to tell me where they are.”*  Put the ball behind the box and say, *“Tell me where the ball is. It is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”* (**behind** the box)  Put the ball in front of the box and say, *“Tell me where the ball is. It is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”* (**in front of** the box)  Put the ball beside the box and say*, “The ball is outside of the box.”* Then put the ball in the box and say, *“Tell me where the ball is now. It is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”* (**inside** the box)  Hold the ball over the box and say, *“Tell me where the ball is now. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”* (**over/above** the box)  Put the ball on the table. Hold or place the box over the ball and say, *“Tell me where the ball is now. It is* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” (**under** the box)  Say, *“Dad said, ‘you need to do your homework, then you can play outside.’ He could have said, ‘you can’t play outside \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.’”* (**until** your homework is done)  +\_\_\_\_/6  Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts  Present the park picture and say, *“Mom took the kids and their friends to the park one day. They did many things at the park.”*  Simple Declarative: *“Tell me 1 thing that happened at the park.”*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Compound Declarative: Point to the girl throwing the ball and the girl picking flowers. Say, *“Tell me what these 2 girls are doing in 1 sentence.”*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Interrogative: Point to the boy wearing the green shirt. Say, *“He wants to know if the ball belongs to the other boy. What will he ask?”*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Imperative: Say, “*It is 4:00 in the afternoon. Mom needs to stop at the store and get some milk for supper. The store closes at 5:00, so she is in a hurry to go. She needs the children to get into the car. What will she say to them?*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Exclamatory: Say, *Mom looks up from her book and sees that the dog has run out into the street and her daughter is chasing the dog. A car is coming. What will Mom say to the girl?”*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 | CONVENTIONS OF STANDARD ENGLISH  Use collective nouns  The group of people watching a concert is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (audience)  A group of people who are all related to each other and live in the same house is called a \_\_\_\_\_\_\_\_\_\_\_\_. (family)  A group of horses is called a \_\_\_\_\_\_\_\_\_\_\_\_. (herd)  A group of people who are learning something together is called a \_\_\_\_\_\_\_\_\_\_\_. (class)  Many grapes all growing together are in a \_\_\_\_\_\_\_\_\_\_\_\_\_. (bunch or cluster)  +\_\_\_\_/5  Form infrequently occurring irregular plural nouns  *“Finish my sentence with a word that means more than 1.”*  Here is 1 mouse. Here is another mouse. We have 2 \_\_\_\_\_\_\_\_\_\_\_\_\_. (mice)  Here is 1 child. Here are many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (children)  Here is 1 ox. Here are 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (oxen)  Here is 1 moose. Here are 2 \_\_\_\_\_\_\_\_\_\_\_\_\_. (moose)  Here is 1 foot. Here are 2 \_\_\_\_\_\_\_\_\_\_\_. (feet)  +\_\_\_\_/5    Use reflexive pronouns  When I look in a mirror, I see \_\_\_\_\_\_\_\_\_\_\_\_. (myself)  When a boy looks in a mirror, he sees \_\_\_\_\_\_\_\_\_\_\_\_. (himself)  When a girl looks in a mirror, she sees \_\_\_\_\_\_\_\_\_\_\_. (herself)  When a dog looks in a mirror, it sees \_\_\_\_\_\_\_\_\_\_\_\_. (itself)  When 3 children look in a mirror, they see \_\_\_\_\_\_\_\_\_\_\_\_. (themselves)  +\_\_\_\_/5    Form and use frequently occurring irregular verbs  *“Finish my sentence with a word that tells that it already happened or happened in the past.”*  Today I drink lemonade. Yesterday I \_\_\_\_\_\_\_\_\_\_\_ lemonade. (drank)  Today the little boy will hide in the tree. Yesterday the little boy \_\_\_\_\_\_ in the tree. (hid)  Today the teacher will ring the bell. Yesterday she \_\_\_\_\_\_\_\_\_\_\_\_ the bell. (rang)  Tonight I will sleep in my bed. Last night I \_\_\_\_\_\_\_\_\_\_\_\_ in my bed. (slept)  Today the artist will draw a picture. Yesterday the artist \_\_\_\_\_\_\_\_\_\_\_ a picture. (drew)  Today the dog will dig a hole. Yesterday the dog \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a hole. (dug)  Today the fish will swim. Yesterday the fish \_\_\_\_\_\_\_\_\_\_\_\_\_. (swam)  +\_\_\_\_/7  Use adjectives and adverbs & choose between them  *“Tell me a word that describes…”*  How a ballet dancer moves. \_\_\_\_\_\_\_\_\_\_\_\_\_\_  How a cupcake feels when you bite it. \_\_\_\_\_\_\_\_\_\_\_\_\_\_  How a rusty car door sounds when you open it. \_\_\_\_\_\_\_\_\_\_\_\_\_\_  How fast a jet flies. \_\_\_\_\_\_\_\_\_\_\_\_\_\_  How a skunk smells. \_\_\_\_\_\_\_\_\_\_\_\_\_\_  *“Which sentence is correct? A or B?”*  The boy spoke nervous. OR The boy spoke nervously.  The bell rang loudly. OR The bell rang loud.  The tiny bug bit me. OR The angrily bug bit me.  I ate a hungrily snack. OR I ate a tasty snack.  The slow snail moved across the sidewalk. OR The slowly snail moved across the sidewalk.  +\_\_\_\_/10  ­Produce, expand and rearrange complete simple and compound sentences.  Produce complete sentences:  Present the video game picture. *“Tell me about this picture.”* Student produces at least 3 sentences about the picture.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_+\_\_\_\_/3  Expand sentences:  *“Now tell me more about the picture. Start with…”*  “They are on the table….” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  “The boy will play…” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  “They are having fun…” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/3  Rearrange sentences:  *“I am going to tell you about the picture. You tell me the same thing, but say it in a different way. You may use some of the same words that I used, but your sentence must be different than mine, yet mean the same thing. For example, I could say, ‘She watched the children play,” or I could say, “The kids were watched by the lady.’”*  The man sat behind the children.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The children went to bed after they played the game.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The boy didn’t play because he was too young.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The sofa is in front of the window.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If the electricity goes off, we will not be able to play the game.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/3 |
| VOCABULARY ACQUISITION & USE  Determine or clarify unknown or multiple meaning words based on Kindergarten reading & content  Present Multiple Meaning pictures in pairs for each sentence and say, *“Which picture goes with this sentence?”*  The **bat** flies at night. \_\_\_\_  I hit the ball with the **bat**. \_\_\_\_  I hurt my **hand**. \_\_\_\_  Please **hand** me the pencil. \_\_\_\_  The teacher will **ring** the bell. \_\_\_\_  I am wearing a **ring**. \_\_\_\_  I drank the **punch**. \_\_\_\_  The boxer can **punch**. \_\_\_\_  The dog chased the **stick**. \_\_\_\_  The tape will **stick** to the paper. \_\_\_\_  +\_\_\_\_/10  Use frequently occurring inflections and affixes as a clue to the meaning of unknown words  *“Tell me everything you can about the word* \_\_\_\_\_\_\_\_\_\_\_\_.” Must convey general understanding of the prefixed word.  Preschool  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Unlock  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Playful  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Homeless  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Resend  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 | VOCABULARY ACQUISITION & USE  Determine or clarify unknown or multiple meaning words based on 1st Grade reading & content  *“What does the word \_\_\_\_\_\_ mean in this sentence? What words did you hear that gave you a clue about the meaning of \_\_\_\_\_\_\_\_\_\_\_?”* (1 pt – state meaning, 1 pt – ID clues)  **Brook**: Little fish live in a **brook**, but bigger fish live in a river. (a small stream; clues are little, river)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Grin**: I knew that my mom was happy, because I saw the **grin** on her face. (big smile; clues are happy, face)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Wander**: I didn’t walk right home after school, but I **wandered** around in the park for a little while. (go from place to place without a goal; clue is didn’t walk right home)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/6  *“What does the word \_\_\_\_\_\_\_\_\_\_ mean in this sentence? What words did you hear that gave you a clue about the meaning of \_\_\_\_\_\_\_\_\_\_\_?”* (1 pt – state meaning, 1 pt – ID clues)  **Mouse**: I clicked the **mouse** to play my computer game. (part of a computer; clues are clicked, computer)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The cat chased the **mouse** across the floor. (a small animal; clues are cat chased) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Pass**: The fast car will **pass** the slow car on the road. (go around, or go by; clues are fast car, slow car, road) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The basketball player will **pass** the ball to his teammate. (throw; clues are basketball, to his teammate)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If I study, I will **pass** the spelling test. (get a good grade; clues are study, test)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I can’t reach the salt. Please **pass** it to me. (give; clues are can’t reach, salt)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/12    Use frequently occurring affixes as a clue to the meaning of a word  The word **bike** means “something with 2 wheels that you ride.” The ending **s** means, “more than 1.” When we put them together, does the new word **bikes** mean “rode a bike yesterday” or “more than 1 bike?”  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The word **color** means to use markers, or crayons to change how your picture looks. The ending **ed** means, “it is already done.” When we put them together, does the new word **colored** mean “used crayons to make it look different yesterday,” or “use crayons again”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The word **hang** means, “to put up on a wall.” The beginning **re** means “again.” When we put them together, does the new word, **rehang** mean “something that you put on a wall” or “put it on the wall again”?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The word **sure** means, “positive or that you know something.” The beginning, **un** means **not.** When we put them together, does the new word, **unsure** mean “you don’t know something” or “you want to know about something”?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The word **wild** means “crazy, or not tame.” The ending **er** means more than another thing. When we put them together, does the new word, **wilder** mean “more crazy than something else” or “not crazy”?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5    Identify frequently occurring root words and their inflectional forms:  Say, “*Listen to/look at these words. What word part do you hear that is the same in all of them?*  Answer, unanswered, answering \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Burn, burner, burned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Fears, fearless, fearful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Slower, slowly, slowing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Resize, unsized, sizes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 | VOCABULARY ACQUISITION & USE  Determine or clarify unknown or multiple meaning words based on 2nd Grade reading & content  *“What does the word \_\_\_\_\_\_ mean in this sentence? What words did you hear that gave you a clue about the meaning of \_\_\_\_\_\_\_\_\_\_\_?”* (1 pt – state meaning, 1 pt – ID clues)  **Perhaps**: **Perhaps** we will go to the movie tonight, but we are not sure yet. (maybe; clue is not sure) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Artificial**: That Christmas tree is not real, it is **artificial**. (fake or not real; not real) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Concentrate**: I will **concentrate** while I take the test so that I do well. (pay attention and think hard; test, do well) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/6  *“What does the word \_\_\_\_\_\_\_\_\_\_ mean in this sentence? What words did you hear that gave you a clue about the meaning of \_\_\_\_\_\_\_\_\_\_\_?”* (1 pt – state meaning, 1 pt – ID clues)  **Address**: I will **address** the letter. (to write name, street and city on an envelope; clue is letter) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Her **address** is on the envelope (the place where something is located; clue is on the envelope). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Principal **addressed** the students at the assembly. (talked to a person or a group; clues are principal/students, assembly) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Gobble**: I heard the turkey **gobble** as he walked across the yard.(the sound a turkey makes; clues are heard, turkey) \_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I only had five minutes to eat my lunch, so I **gobbled** it up quickly. (ate quickly; clues are eat, lunch, quickly) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/10  Determine the meaning of a new word formed when a prefix is added to a known word  *“The prefix/suffix \_\_\_ means \_\_\_\_\_\_\_. The word \_\_\_\_\_\_\_ means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When we put them together, what does the new word \_\_\_\_\_\_\_\_\_\_\_\_ mean?”*  Un - not, able – can do = can’t do something  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Bake – cook in an oven, er – a person who = a person who cooks things in an oven (cookies, cakes, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Re – again, group – put things together = put things together again  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Hope – feeling that something could happen, less - without = feeling that something can’t happen or is impossible  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Im – not, perfect – without mistakes = has mistakes  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5    Use a known root word as a clue to the meaning of an unknown word with the same root  These should be done with prompting and assistance. Answers must not be exact but a “good guess.”  **Correct**ion means, “a change to make something right.” What do you think in**correct** means? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Hope**ful means, “full of hope.” What do you think **hope**less means?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Possible** means that something might happen. What do you think im**possible** means?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Mix**ture means things that have been stirred together. What do you think **mix**er means?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  A **judge** is a person who decides if you go to jail. What do you think **judge**ment means?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  Use knowledge of the meaning of individual words to predict the meaning of compound words  *“A means \_\_\_\_\_\_\_\_. B means \_\_\_\_\_\_\_\_\_\_\_. What do you think AB means*?” Response does not need to be exact, but a reasonable guess based on the individual word meanings.  Hand/kerchief  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Light – something that makes it bright, house – building = a building that has a bright light  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Man – male person, hole – opening = an opening for a person to go into  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Micro – small, scope – something used to see = something used to see small things  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Quick – fast, sand – tiny rocks/soil = rocks/soil that moves fast  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  Use glossaries and dictionaries to clarify word meanings  Give the student a classroom dictionary or textbook. *“Look up the word \_\_\_\_\_\_\_\_\_\_\_\_\_ in this dictionary/glossary. What does it mean?”*  Is the student able to locate the word, read the definition and restate knowledge of the meaning in his/her own words (define, give example/nonexample, use in a sentence, etc.) based on what he/she read? (1 pt – locate word, 1 pt – read definition, 1 pt - restate in own words or express in novel sentence)  Greet  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Limit  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Twig  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Wander  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/15 |
| EXPLORE WORD RELATIONSHIPS & MEANINGS  Sort common objects into categories  Lay out the category pictures in front of the student and say, *“Find all of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.”*  Fruits (apple, orange, banana) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Animals (cow, pig, sheep)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Clothes/Clothing (shirt, pants, socks)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Toys (ball, doll, blocks)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Candy (sucker/lollipop, chocolate, jelly beans)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  State opposite of frequently occurring verbs  *“Tell me the opposite of my word. X – not X, but \_\_\_\_\_\_\_\_.”*  Run/walk  Close/open  Lose/find  Stop/go  Push/pull  +\_\_\_\_/5    Identify real-life connections between words and their use  *“Tell me something that is \_\_\_\_\_\_\_\_\_\_\_.”*  Little \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Brown \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Furry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  High \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  Distinguish shades of meaning among verbs  *“Show me how you \_\_\_\_\_\_\_\_\_\_\_\_.”* Student’s actions must demonstrate accurate difference in the 2 actions.  Walk/march \_\_\_\_\_  Sip/gulp \_\_\_\_\_  Tap/pound \_\_\_\_\_  Wiggle/shake \_\_\_\_\_  Whisper/talk \_\_\_\_\_  +\_\_\_\_/5 | DEMONSTRATE UNDERSTANDING OF WORD RELATIONSHIPS & MEANINGS  Sort words into categories  *Say, “Tell me what group these words go into or how they are all the same.”*  Apple, orange, banana \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Cow, pig, sheep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Shirt, pants, socks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ball, doll, blocks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sucker/lollipop, chocolate, jelly beans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  Define words by category and one or more key attributes  Say, *“I am going to tell you a word. I want you to tell me about it. Tell me what category or group it belongs in and 1 or 2 things that make it different from everything else in that group. For example, If the word was, ‘apple,’ you could say, ‘it is fruit that grows on a tree and is red and crunchy.’ ‘Fruit’ tells the category or group that ‘apple’ belongs in and ‘grows on a tree, red’ and ‘crunchy’ tell how it is different from other fruits. Now you try these.”* (2 points each, 1 for category and 1 for key attributes)  Baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Elephant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ham \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  House \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Train \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/10  Identify real-life connections between words and their use: *“What is something that...”*  You are **afraid** of? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You could do with a **bowl**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Is **gentle**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You can **mail**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You can do in the **summer**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5  Distinguish shades of meaning among verbs differing in manner  *“I am going to say 3 words to you. These words tell about doing something. They are all a little different from each other. I want to know how they are different from each other. The first 3 words are, “\_\_\_\_\_, \_\_\_\_\_\_, and \_\_\_\_\_.” Tell me or show me how you would\_\_\_\_\_\_\_.”* Repeat for the other 2 words in each set. If the student is unable to state or show you the difference, you may perform the action and ask which of the 3 actions you performed. Students receive full credit for defining, choosing between meanings or acting out meanings.  Toss/throw/give: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Draw/scribble/print: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Stop/wait/hurry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Turn/flip/spin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Shout/talk/whisper:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  +\_\_\_\_/5 | DEMONSTRATE UNDERSTANDING OF WORD RELATIONSHIPS & MEANINGS  Identify real-life connections between words and their use: *“Answer these questions.”*  Tell me something that you **believe.** Tell me something you don’t **believe.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name some tools that a **butcher** would use. What can you get from a **butcher?**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is something that must be **drained**? Where would you find a **drain**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is something that you might **worry** about?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name some things that you can do with your **voice**.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_+\_\_\_\_/5  Distinguish shades of meaning among closely related verbs & adjectives  *“How are the words \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ the same? How are they different?”* (1 pt – similarity, 1 pt – difference)  Ask/order:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Carry/lift: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Gather/save: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sprinkle/throw: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Boiling/warm:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_+\_\_\_\_/10 |

**Comments/Observations:**

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